

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kesgrave High School
Number of pupils in school	1885 – Whole School 1529 – Yrs. 7 to 11
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 (2019/2020 to 2021/2022)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julia Upton Headteacher
Pupil premium lead	Kelly Abbott Assistant Headteacher
Governor / Trustee lead	Sue White Chair Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,820
Recovery premium funding allocation this academic year	£40,483
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£100,909
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£387,212

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students should have access to a broad and balanced curriculum and should make good progress across their subjects. We acknowledge that some students face considerable challenges for a variety of reasons including socio-economic factors, mental health issues, difficult personal circumstances, learning difficulties etc. The activities in this statement are intended to support all disadvantaged students regardless of whether they qualify for pupil premium funding or not.

The following have been identified as our main aims for this year:

- Prioritise 'high quality' teaching.
- Sustain the profile of our PP work amongst all staff – classroom and admin.
- Ensure the usage of TA's in the classroom is appropriately targeted, class teachers prioritises disadvantaged students.
- Whole school priority for Reading and Vocabulary improvement.
- Short and long-term intervention strategies for English and Maths based on Star results.
- Mentoring of disadvantaged students.
- Improved use of attainment data (especially at KS3) in order to monitor progress.
- Tracking and monitoring of interventions.
- Focus on attendance monitoring of PP students.
- Extending the use of Edukey to all staff.
- Termly meetings to monitor progress with key members of staff.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Resilience, organisation and learning habits
2	Behaviour Issues – On average disadvantaged, students are more likely to have a higher number of negative behaviour points than non- disadvantaged students (nearly double), they are also more likely to have a lower number of achievement points than non- disadvantaged students.
3	Low expectations – some students have low expectations of themselves and settle for lower grades.
4	Literacy: Reading habits and consequential lower depth of vocabulary
5	Low prior attainment especially in Literacy and Numeracy
6	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
7	In some cases, priority placed upon learning and achievement at home.
8	Mental and emotional well-being of disadvantaged students
9	In some cases, low aspirations (for the future) about what can be achieved and how to be successful and limited access to positive role models.
10	Attendance/punctuality of disadvantaged pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improvement in resilience, organisation and understanding of how the individual students learn (metacognition).	Learning walks, pupil perception interviews and surveys will show that students will have a better understanding of metacognition and how they can use this to improve their learning in lessons.
Improvement in behaviour of disadvantaged students	Disadvantaged students with the highest profile in terms of behaviour will report improvements in the number of positive achievement points attained and a reduction in the number of negative behaviour points attained.
Higher expectations of disadvantaged students	Lessons will be appropriately challenging for all students, there will also be greater awareness of prior attainment and targets. Teaching will show an understanding of the use of strategies in the classroom to close the attainment gap – consistent expectations, established routines, supportive environment and learning beyond the classroom.
Students will spend more time reading and there will be an increase in vocabulary and background knowledge for Disadvantaged students.	Positive feedback from students regarding KS3 tutor reading programme. Trial ways to assess the impact of word of the week and literacy buzz.
Increased progress of students with low prior attainment	Tracking of KS3 students shows disadvantaged students with low prior attainment making higher than expected progress, therefore improvements in NRSS scores for Reading and Maths.
Improved attitude to homework & students will bring correct equipment to lessons.	There will be an improvement in the ATH levels and a reduction in behaviour points for equipment for disadvantaged students.
Improved status of learning and achievement for disadvantaged students	A greater proportion of disadvantaged students will be at the top end of the CTL scale and be invited to celebration events.
Disadvantaged students will have access to resources to help deal with stress and anxiety.	Students will know where to go and how to access help and support.
Improvement in the aspirations of disadvantaged students.	Greater number of disadvantaged students will apply for sixth form to do A levels.
Improved attendance rates for disadvantaged students	Gap between disadvantaged and non-disadvantaged will reduce in terms of attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £715,038

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Quality first teaching – improvement of uptake and personalised nature of CPD in staff body.</p> <p>CPD to be more focussed on six clear teaching and learning principles and responsive to personalised need depending on stage of career:</p> <ul style="list-style-type: none"> • Subject knowledge • Challenge/High Expectation • Modelling • Review/Retrieval • Questioning • Feedback <p>(Subject knowledge in department time)</p>	<p>Education Endowment Foundation (EEF) research suggests that focussing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students. Feedback and metacognition have shown the best results in independent studies into improvements in learning and these 6 areas incorporate these principles.</p> <ol style="list-style-type: none"> 1. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) 2. High-quality teaching EEF (educationendowmentfoundation.org.uk) 3. Effective Professional Development EEF (educationendowmentfoundation.org.uk) 	1
<p>Review and development of KS3 curriculum (whole school priority) to ensure that all students make accelerated progress on arrival at KHS</p> <p>Greater understanding from every teacher of the intent, implementation, and impact of the curriculum, especially at KS3.</p> <ul style="list-style-type: none"> • Whole staff training/involvement 	<p>Progress at KS4 is not sufficient for all students, especially disadvantaged. Learning at KS4 and 5 seems purposeful and well-pitched. KS3 needs a greater impetus, ambition and coherence to KS4.</p> <ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf 3. https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-knowledge-based-education#:~:text=A%20knowledge%2Dbased%20curriculum%20is%20about%20harnessing%20the%20power%20of,plans%20and%20generating%20better%20assessments. 	1 and 3

<ul style="list-style-type: none"> • Departmental time • Departmental focus • Monitoring and Evaluation cycle <p>At time of COVID recovery, greater coherence to ensure gaps are identified and through spiral/interwoven curriculum topics reviewed and secured as foundation knowledge for future learning.</p>	<p>4. https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway</p>	
<p>Change to whole school assessment tracking and monitoring system to be in line with GCSE 1 to 9 grades.</p> <ul style="list-style-type: none"> • Whole staff training/involvement • Departmental time • Departmental focus • Monitoring and Evaluation cycle 	<p>Closing the COVID gap (especially prevalent for PP students). Closing the PP and non-PP attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>1 and 5</p>
<p>Better understanding among the staff of the Pupil Premium/Disadvantaged group)</p> <p>PP team to create a method that clearly displays information regarding the PP/Disadvantaged pupil group. This will include:</p> <ul style="list-style-type: none"> • Use of software (same as for SEND) to capture provision and measure impact of interventions • Information on socio/economic background of student that would provide insight • Transparency of where PP funding is being spent • Comments from staff and the students themselves regarding welfare, home-life, behaviour etc as well as attitude to learning 	<p>Research suggests that the more people that have ownership over the provision for pupil premium strategies the more successful they will be. CPD and access to ideas for working with the disadvantaged and low prior attainment students is key in the ownership of strategies from the bottom up.</p>	<p>3</p>

<ul style="list-style-type: none"> Suggested strategies for working with more challenging students <p><u>PP team to provide training to all staff.</u></p>		
<p>Classroom teachers prioritise disadvantaged students in the lesson.</p> <p>Use of TAs across the school to support teaching and learning.</p> <p>TAs deployed by class teacher to ensure time is appropriately targeted and disadvantaged students are supported effectively.</p> <p>Teacher and TA CPD. Observations, learning walks and duty walks by SLT.</p>	<p>EEF recommends that for the effective use of TAs under everyday classroom conditions:</p> <ul style="list-style-type: none"> TAs should not be used as an informal teaching resource for low attaining pupils Use TAs to add value to what teachers do, not replace them Use TAs to help pupils develop independent learning skills and manage their own learning <p>Ensure TAs are fully prepared for their role in the classroom</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	5 and 7
<p>Improved outcomes for LPA students & high achievers in core subjects.</p> <p>Smaller group sizes (therefore more classes) in English, Maths & Science</p> <p>Assessment, monitoring & tracking of students to ensure good progress is made.</p>	<p>Smaller class sizes means more targeted support for students in core subjects. Small group provision with targeted students, based on data on entry and at regular review intervals.</p> <p>More support for LPA's and high achievers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	5 and 7
<p>Support for disadvantaged students through the GI program.</p> <p>Utilise the graduate intern program to promote teaching and encourage excellent teaching & learning practice.</p> <p>Training for GIs. Deployment in intervention groups and supporting teaching in the classroom</p>	<p>The graduate intern program employs recent graduates to support roles including literacy and numeracy coaching, 1 to 1 and small group work, test and exam preparation, co-teaching, subject specific mentoring for KS4 and KS5 pupils, working with disadvantaged pupils and extra-curricular support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 5 and 7

<p>Improve reading in Year 7 and give more opportunity for fluency.</p> <p>More emphasis on reading through the use of accelerated reader and reading in form time.</p> <p>Help provided from:</p> <ul style="list-style-type: none"> • Peer mentors • D of E • Sixth Form • Parents <p>Reading twice a week in form time.</p> <p>Reading every English lesson.</p> <p>Reading homework.</p>	<p>Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older.</p> <p><i>Thinking Reading – James & Dianne Murphy</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	<p>4 and 6</p>
<p>Increase the amount of non-fiction reading across the school.</p> <p>Whole school wider reading homework – non-fiction.</p> <p>Recapping of reading using 3 main techniques:</p> <ul style="list-style-type: none"> • Summarise • Make comparisons • Discussions <p>Deliver Register & Read with non-fiction content.</p> <p>Specific AR challenges will be set for Year 7 & 8.</p> <p>Work with departments across the curriculum to look at how non-fiction reading</p>	<p>In the GCSE English curriculum students need to read and understand non-fiction. This is the case for a number of other courses too. Therefore, we need to increase the opportunities for students to access non-fiction literature. This is also an ideal opportunity to make links to the real work and current affairs.</p> <p>From KS2 SAT's question level analysis, 3 skills were identified as areas that our students need to improve upon:</p> <ul style="list-style-type: none"> • Summarise • Make comparisons • Discussions <p>These are also important skills that will be needed across multiple subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	<p>4, 6 and 9</p>

<p>can be incorporated in SOW & students encouraged to read outside of the lesson.</p>	<p>reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	
<p>STAR testing for all Year 7</p> <p>In absence of KS2 tests, identify students' ability profile and support need</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>All students tested so we have a baseline from KS2.</p> <p>Reassess at intervals and monitor those students where there is a gap.</p> <p>Bespoke interventions where identified and needed.</p>	<p>4 and 5</p>
<p>Set text for all Year 6-7 students</p> <p>Reading expectation set, common purpose of all Year 6 students, text chosen for social and emotional connection on Year 6 transition.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Selection of a transition reading book to encourage reading over the summer. Key themes used throughout year 7.</p>	<p>4 and 5</p>
<p>Accelerated reader program</p> <p>Improved reading of students. Greater access and profile of reading.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_search&search_term=accel</p> <p>Used to monitor reading comprehension. Identify students for interventions and support where needed.</p>	<p>4 and 5</p>
<p>Year 8 deep text comparative reading strategy</p> <p>Deeper reading and analysis expected of students. Builds literacy skills.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Modifications to the curriculum to make it richer and allow for building of analysis skills.</p>	<p>4 and 5</p>

<p>Whole school focus on the curriculum implications of COVID recovery. SLT focus on and engagement in the implications of this for each department – putting in place bespoke support where needed for students and allowing staff capacity to address these.</p> <p>Evidence:</p> <p>Raising standards meeting bi-ennial review – curriculum and COVID recovery focus.</p> <p>Follow up SLT coaching to continue threads of development, review of progress and implementation of change.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p> <p>Also, specific subject recovery documents.</p>	1
<p>Year 7 Maths development</p> <p>Introduce maths baseline assessment with full QLA to identify gaps in knowledge. QLA after every assessment for self-analysis and action.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 131,758

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Improved reading levels for LPA (Low Prior Attainment) students.</p> <p>Breakfast/Afternoon tea club for reading</p> <p>These will be open to all students to encourage in</p>	<p>Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. Students who find reading difficult find it increasingly hard to keep up and are more likely to develop unhelpful behaviour patterns.</p> <p><i>Thinking Reading – James & Dianne Murphy</i></p>	4

<p>reading homework participation. However, LPA students will be specifically invited.</p> <p>Students paired with 6th formers, parent helpers etc. to encourage group/paired reading.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	
<p>Improved literacy for LPA students.</p> <p>Employment of KS2 trained teacher to lead interventions for Extra Literacy and numeracy for year 7 and 8 as well as year 9 English.</p> <p>Students identified as being Urgent Intervention and Intervention in the Star Reading test will be removed from MFL and will attend extra literacy.</p>	<p>Star testing has identified those students that need targeted interventions.</p> <p>Although students have previously been removed from MFL, interventions have been led by TA's. Progress has been made but to try and close the gap between these students and their peers a more targeted and bespoke approach is needed.</p> <p>For the Year 9 English group, these students will still need to be entered into the GCSE but by putting them together as a group, appropriate literature and teaching material can be selected.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	4 and 5
<p>Improved parental attendance at parents evening and other key events in school.</p> <p>Monitoring attendance at events such as parents evening, using sign in sheets.</p> <p>Parents evening follow up – discussion with PP parents to find out reasons for any non-attendance.</p> <p>Check Parentmail before events for sign up, contact parents to see if they need support getting there.</p> <p>New face-to-face events to encourage parental engagement, especially with single face (for tutor) to improve communication,</p>	<p>Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. (NFER)</p> <p>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</p> <p>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	7

<p>share our rationale and break down barrier to contact</p>		
<p>COVID catch-up English & Maths 2021-2022</p> <p>Focus on improving English & Maths levels for all students that may have been affected due to the pandemic.</p> <p>School led tutoring to be employed.</p> <p>Groups and individual students identified based on mock and assessment results at the end of the autumn term.</p>	<p>Government catch-up funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,3, 4, 5 and 7</p>
<p>EAL - support for students that have English as an additional language</p> <p>Providing support for the 3 students we currently have in school that have very high EAL needs.</p> <p>Monitoring and assessing the language needs of all EAL students on roll.</p>	<p>EAL learners must learn a new language while learning through the medium of that new language. This presents two main tasks in the school or setting: they need to learn English and they need to learn the content of the curriculum. To ensure that they reach their potential, learning and teaching approaches must be deployed that ensure both access to the curriculum at a cognitively appropriate level and the best opportunities for maximum language development.</p> <p>Planning for EAL learners requires careful consideration of the curriculum context and provision of appropriate scaffolding to enable access to the curriculum. It is also important to identify the academic and cognitive language demanded by the curriculum and to plan for how this will be modelled by adults and peers and the opportunities that will be provided to rehearse and use the language in meaningful contexts. (NALDIC)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&utm_medium=search&utm_campaign=site_search&search_term=EAL</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/eal-in-the-mainstream-classroom?utm_source=/projects-and-evaluation/projects/eal-in-the-mainstream-</p>	<p>1</p>

	classroom&utm_medium=search&utm_campaign=site_search&search_term=EAL	
<p>Year 12 academic writing support</p> <p>Programme of instruction on academic writing given to all essay-based study students. Gap identified in lack of examination practice.</p>		1
<p>Year 12 scientific writing support</p> <p>Programme of instruction on academic writing given to all science-based study students. Gap identified in lack of examination practice.</p>		1
<p>Chrome book purchase for school/home use</p> <p>Ensure that all students have access to device in the event of remote learning. Ensure that through COVID protocols in school with bubbles and zones, that access to technology is still possible for all lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Use of devices. Review of teaching and learning in 2020-21 protocols. Review of remote learning access.</p>	6
<p>Literacy specialist staff</p> <p>Employment of FT English teacher with primary specialism to ensure transition has high expectations and increased understanding from KS2.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>KS3 English programme of study KS3 English attainment data</p>	1, 3, 4 and 5
<p>Reading coordinator</p> <p>Employment of reading coordinator to: Oversee star testing & accelerated reader for Year 7 & 8. Promote reading and wider literacy across the school.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Oversee & monitor:</p> <ul style="list-style-type: none"> • Take up of AR • Intervention data • Register & Read • Dissemination of Star test data 	1, 3, 4 and 5

<p>Year 7 & 8 Reading & SPAG Interventions</p> <p>Improved reading of students identified as needing one-to-one or small group interventions.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>These will be tracked and assessed for effectiveness using Provision Mapper.</p> <p>Improved Star Reading scores, increase in AR quizzes and scores.</p>	<p>1, 3, 4 and 5</p>
<p>Year 7 & 8 Maths Intervention</p> <p>Improved maths scores (Star testing & department tests) for students identified as needing small group interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>These will be tracked and assessed for effectiveness using Provision Mapper.</p> <p>Improved Star Maths scores, teacher assessment and department test scores.</p>	<p>1, 3, 4 and 5</p>
<p>KS4 Oracy Intervention</p> <p>Supporting students that were in the extra literacy groups (yrs 7 to 9) but that are not in nurture English group. This will support the good progress that these students made at KS3 and ensure that their newfound literacy skills keep progressing.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=Oracy</p> <p>Monitor via KS4 English outcomes.</p>	<p>1, 3, 4 and 5</p>
<p>Targeted KS4 revision for Maths & English</p> <p>Revision session specifically targeted for key groups:</p> <ul style="list-style-type: none"> • Strive for 5 • High Flyers <p>Year 10 Oxbridge group identified</p> <ul style="list-style-type: none"> • Group focus • Trips 	<p>Monitor via:</p> <ul style="list-style-type: none"> • Final outcomes. • Engagement with revision 	<p>1</p>
<p>English Stretch & Challenge</p> <p>Stretch & challenge focus, specifically to support top end. Encourage & promote a love of literacy from KS3 upwards.</p>	<p>https://www.nace.co.uk/blogpost/1761881/334589/5-key-strategies-for-stretch-and-challenge</p> <p>Monitor via:</p> <ul style="list-style-type: none"> • Final outcomes. • Engagement with revision 	<p>1, 3</p>

<p>Targeted intervention and monitoring of 2021 'On Watch' cohort</p> <p>2021 Star test data shows that there are a greater percentage of students in the 'On Watch' category. These students will be supported to get them back on track and into the 'Benchmark' category.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Reading interventions – one to one and small group, tracking and monitoring of students, testing more regularly</p>	<p>1, 3, 4 and 5</p>
<p>SEND IT need</p> <p>IT provision for learning support – 10 chrome books and charging unit.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>7</p>
<p>Maths and English retake tuition</p> <p>2 classes Mathematics 1 English class Retake in November examination series and then provision continued for those still under threshold</p>	<p>Attendance of students to bespoke sessions.</p> <p>Progress in assessment checks and final outcomes.</p> <p>Group size 3-5 max – in order to ensure delivery by subject specialists and maximise personalization of learning</p>	<p>1, 3, and 5</p>
<p>6thForm IT need</p> <p>IT provision for those disadvantaged students in post-16 study to access remote learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>7</p>
<p>Improved understanding and increased parental engagement in literacy.</p> <p>Year 7 parents evening for literacy.</p> <p>Parents information evening (mid-September) – parentmail request place & register:</p> <ul style="list-style-type: none"> • Accelerated reader • Homework • Knowledge organisers • Literacy skills 	<p>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</p> <p>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?utm_source=/education-evidence/evidence-reviews/parental-</p>	<p>7</p>

	engagement&utm_medium=search&utm_campaign=site_search&search_term=parental	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,700

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>A more consistent approach to behaviour issues that impact learning outcomes across the whole school.</p> <p>A new behaviour policy introduced in September 2019 across all year groups.</p> <p>Main points include:</p> <ul style="list-style-type: none"> • Greater emphasis on positive rewards reflecting 3Bs • 'Onsite, Out of sight' policy in regards to mobile phones. • On the day detentions for both serious behaviour (red card) and LLD (yellow card). • Attendance will be monitored at the gate and free time removed. • Greater focus on uniform and equipment infringements • Deployment of pastoral team around school 	<p>The Longitudinal Study of Young People in England found that young people are more likely to do well at GCSE if the young person him/herself avoids risky behaviour such as frequent smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion. Therefore, we have a duty as a school to try to be consistent and focus on these issues.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2 and 10
<p>Better provision for the management of mental health issues within school.</p> <p>School to employ two Emotional Literacy Support Assistants (ELSAs) from Sept 2019</p> <p>They will meet with students who suffer from</p>	<p>Focussed pastoral support is crucial in getting the best out of students who may not have had consistent adult support at home (CIC, AFC)</p> <p>https://www.elsa-support.co.uk/</p>	1 and 8

<p>mental health issues that affect their learning, such as anxiety. They will also be trained mental health first aiders and will have a designated place of contact within the school.</p> <p>Extra SSO (September 2021) giving compliment of 5 across 5 year groups.</p>		
<p>Improve team building, resilience and communication skills for new Year 7 forms.</p> <p>Trips and activities planned in with Clip and climb.</p> <p>Each form will be given a morning of activities. Forms will compete against each other.</p> <p>Everyone encouraged to take part. Combination of physical and non-physical activities.</p> <p>2021/22 Look into the possibilities of having something for new Year 7 forms.</p>	<p>Social integration of all students.</p> <p>Improved team working across the form groups.</p> <p>Celebration and motivation opportunities.</p>	
<p>Modify homework practices in Year 7 to encourage literacy and numeracy.</p> <p>KS3 students should be expected to spend up to 7 hours per week working beyond the classroom: this equates to roughly 30 minutes per subject each week. Homework should be set when meaningful and relevant and can take a variety of forms including answering questions, reading, extended writing, thinking, planning and researching.</p> <p>Homework club offered to students by year group Mon-Thurs and will be staffed by</p>	<p>In the past there has been discrepancies in the amount of homework set for students depending on their teachers/groups. This will help to ensure consistency as well as allow for a smoother transition from KS2 to KS3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homew</p>	<p>1 and 6</p>

<p>TA's to support students. PP ATH will be monitored and students will be supported via homework club if they are struggling.</p>		
<p>Improved understanding of jobs/careers, pathways and opportunities for students.</p> <p>Insight lectures</p> <p>Work Experience</p> <p>Day in the world of work</p> <p>Careers assemblies</p> <p>Uni Trip for year 9s</p> <p>Wider trips</p>	<p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (OFSTED)</p>	<p>9</p>
<p>Improved access to resources and opportunities for expand cultural capital.</p> <p>Funding for:</p> <ul style="list-style-type: none"> • Educational trips, • Resources such as books, revision guides • Laptops & chrome books • School uniform (nearly new shop) • Music lessons 	<p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (OFSTED)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 3, 5, 6, 7, and 9</p>
<p>Wider coverage of pastoral support</p> <p>Changes to the position and access to pastoral support across the school (new office arrangement, tutor group clusters)</p>	<p>Behaviours and attitudes of students</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</p>	<p>1, 2, 8 and 9</p>
<p>Further pastoral support</p> <p>Extra Student support officer employed (Sept 2021) to ensure one SSO per year group. Allowing non-teaching staff to play key role in those</p>	<p>Analysis of student need.</p> <p>Review of stretch of team (in comparison to challenges faced in 2020-21 from this)</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-</p>	<p>1, 2, 8 and 9</p>

students with the most pastoral need.	inspection-criteria/how-ofsted-inspect-personal-development/	
Improved attendance across disadvantaged students. Employment of full time attendance officer.	<p>A student that achieves 80% attendance over the 5 years would miss an entire school year.</p> <p>Good attendance leads to;</p> <ul style="list-style-type: none"> • Better grades = More confidence in interviews/ advantages over other candidates/ shows good work ethic etc. • Stronger relationships with peers and adults • More confidence socially, emotionally = better overall wellbeing • Greater potential wage in the workplace <p>More choices available to them regards their future endeavours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendan</p>	10

Total budgeted cost: £ 907,496

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see the school website for a review of the previous years disadvantaged and COVID catch-up strategies.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.